




## Year 4

### End Points for Reading

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Key Texts:</b>	<b>The Accidental Prime Minister</b> 	<b>Leon and the Place in Between</b> 	<b>Viking Boy</b> 	<b>Tar Beach</b> 	<b>The Iron Man</b> 	<b>The Boy at the Back of the Class</b> 
<b>Decode / word-reading:</b> phonics tricky words alphabet use of dictionary	Children begin to practise different strategies to read a wide range of exception words (Y3-4 list and similar).	Children begin to apply their growing knowledge of morphology, both to read aloud and to understand the meaning of new words they meet.	Children begin to practise different strategies to read a wide range of exception words independently (Y3-4 list and similar).	Children apply their knowledge of morphology, both to read aloud and to understand the meaning of new words they meet.	Children use a range of different strategies to read a wide range of exception words (Y3-4 list and similar).	Decoding is secure. Children are independent, fluent and enthusiastic readers.
<b>Comprehend, locate and retrieve:</b> vocabulary characters settings events information justify using text	With support, children scan a paragraph or section of text to retrieve the information they need	Children confidently scan a paragraph or section of text to retrieve the information they need	With support, children can skim a whole text to select which paragraph or section of text an answer may be located in  Children can scan that section to retrieve the information they need	With support, children can use the text to support their answer where necessary.  Children work with texts of increasing length, to retrieve information across the whole text as well as at a local level	Independently, children skim a whole text to select which paragraph or section of text an answer may be located in  Children confidently scan sections to retrieve the information they need	Independently, children can use the text to support their answer where necessary.  Children develop their reading retrieval skills, to work across a wider range of text types with growing familiarity
<b>Inferential understanding:</b> prediction sequencing events summary	Children predict what might happen next from implied details	Children begin to infer characters' feelings, thoughts and motives for their actions	Children confidently infer characters' feelings, thoughts and motives for their actions	Children begin to identify themes across a text or texts	Children fully justify inferences with textual evidence	Children independently, identify themes across a text or texts from the year



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nuanced vocabulary	With support, discuss and explain words and phrases to explore meanings in context	Children begin to justify their inferences with textual evidence  Children use dictionaries to define new vocabulary (with prompts)	Children discuss and explain words and phrases to explore meanings in context	Children confidently use dictionaries to define new vocabulary		
<b>Respond to text:</b> evaluation response to author authorial effect and intent effect of vocabulary	Children listen to and discuss fiction texts  Children begin to show an awareness of authorial choice	Children can retell visual literacy texts orally  Children show an increasing awareness of director's choice	Children are familiar with texts involving myths and legends	Children are aware of authorial choice and can discuss words and phrases which capture their interest	Children identify how language, paragraph structure and layout contribute to meaning	Children can make links between texts involving myths and legends
<b>Fluency and phrasing:</b> reading at 90% accuracy without overt segmenting and blending automaticity phrasing appropriate to meaning	Consolidate the reading of the first 20 Y3-4 exception words  With support, notice where commas create phrasing within sentences  Read words by working out the pronunciation of unfamiliar printed words and recognising familiar words	Consolidate the reading of the first 40 Y3-4 exception words  Begin to read with expression, using the punctuation to support meaning, including multi-clause sentences	Consolidate the reading of the first 60 Y3-4 exception words  Read words speedily by working out the pronunciation of unfamiliar printed words and recognising familiar words	Read all of the Y3 - 4 exception words automatically by sight  Recite whole poems with growing awareness of the listener  Independently, notice where commas create phrasing within sentences	Read with expression, using the punctuation to support meaning, including multi-clause sentences  Recite whole poems with growing awareness of the listener	Read independently, fluently and with enthusiasm